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ABSTRACT

A study was conducted by Modesto Junior College (MJC) to gather statewide data on the structure, responsibilities, and operating procedures of curriculum committees and to develop recommendations regarding the ideal committee for MJC. Curriculum committee chairs and knowledgeable faculty members at each community college in California were surveyed. Study findings, based on responses from both the committee chair and a faculty representative from each of 49 colleges, included the following: (1) most curriculum committees were under the jurisdiction of the chief executive officer or chief instructional officer; (2) faculty turnover on the committees was very high, resulting in a perceived need among faculty for a manual detailing policies and procedures; (3) faculty members felt that the administrators controlled the committee, while the administrators felt the faculty controlled the committee; (4) a widely distributed manual of policies and procedures enabled the committee to function more effectively; and (5) faculty members felt the need for access to curriculum information. Based on study findings, recommendations were made for the development and dissemination of a manual of curriculum committee procedures at MJC, and for the increased distribution of the minutes of curriculum committee meetings. (AYC)

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CURRICULUM COMMITTEE STUDY TASK FORCE REPORT TO THE MODESTO JUNIOR COLLEGE ACADEMIC SENATE

MODESTO JUNIOR COLLEGE

MODESTO, CALIFORNIA

FEBRUARY 1985

JC 850 186

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CURRICULUM COMMITTEE
STUDY TASK FORCE REPORT
to the
MODESTO JUNIOR COLLEGE
ACADEMIC SENATE
February 1985

CHARGE

The study was undertaken at the direction of the Modesto Junior College Academic Senate. The charge was:

> to gather data statewide on the structure, responsibilities and operating procedures of similar committees and make recommendations to the Senate for the ideal Curriculum Committee for MJC. (Modesto Junior College Academic Senate Minutes, November 3, 1983)

A committee of four instructors (Sandy Bucknell, Mary Ann Greenwood, Marsha Hoagland, and Don Lenkeit) was elected by the Academic Senate on November 17, 1983. Don was appointed chair.

RECOMMENDATIONS

1. It is recommended that a current manual of curriculum committee procedures and operations be available to all members of the college community with the following distribution:

   a. Chief Instruction Officer (CIO)
   b. Curriculum Committee Chair
   c. Curriculum Committee members
   d. Academic Senate President
   e. Division/Department Chairs
   f. Chief Executive Officer (CEO)
   g. Library
   h. Faculty Lounge/Resource Area

2. It is recommended that the manual have the following content:

   a. functions/charge of the committee
   b. functions/charge of the chair
   c. membership and term of office for <u>all</u> members
   d. guidelines (other than Title V) to assist staff in the initiation and approval of:

      (1) credit courses
      (2) non-credit courses
      (3) community service courses

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e. guidelines to assist staff in the periodic review of:

(1) credit courses
(2) non-credit courses
(3) community service courses

f. important committee deadline dates
g. guidelines for handling controversial issues
h. provisions for a yearly report (submitted to the Academic Senate, the CIO, Board of Trustees) summarizing the following activities of the committee:

(1) number of new courses (listed by discipline)
(2) number of courses deleted (listed by discipline)
(3) changes to graduation requirements
(4) changes to certificates of completion requirements
(5) current list of all courses satisfying graduation requirements
(6) committee procedural changes
(7) items at the discretion of the committee

i. flow chart showing the pathway of a new course from staff initiation to Board approval to periodic review
j. sample forms required by the committee
k. statements reflecting committee policy on course

(1) title
(2) description
(3) objectives
(4) content
(5) evaluation
(6) course justification/rationale

l. procedures and criteria for the appeal of a Curriculum Committee recommendation

3. It is recommended that the Curriculum Committee Chair have the responsibility for updating and distributing the manual at the beginning of each academic year.

4. It is recommended that approved minutes of the committee be distributed as follows:

a. CEO
b. CIO
c. Curriculum Committee members
d. Division/Department Chairs
e. Academic Senate President
f. Counselors
g. All faculty
h. All management

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5. It is recommended that consideration be given to the following additional distribution of approved Curriculum Committee minutes:

   a. posting the minutes in:

      (1) Department/Division Offices
      (2) the Library
      (3) Faculty Lounge
      (4) Staff mail room

6. It is recommended that the minutes be indexed with Curriculum Committee actions available in the District computer system.

COMMITTEE COMMENT:

It is felt that our recommendations address a tremendous need by the faculty and administrators alike to work together to improve the functioning of the Curriculum Committee. The Modesto Junior College Curriculum Committee may have some faults, but it has many admirable qualities. With some minor changes, it could be viewed as a most favorable statewide model. An overwhelming number of respondents (faculty 86%, administrative 94%) asked to receive copies of the final report. Numerous faculty and administrators from other community colleges attached personal comments that can be described as "angry" or "frustrated" with the way their committee operated.

RESEARCH DESIGN AND SAMPLING PROCEDURE

Two copies of the questionnaire, a cover letter addressed to the Academic Senate President, and pre-paid return envelopes were mailed to 106 California Community Colleges on March 13, 1984. The Academic Senate President was asked to forward one copy of the questionnaire to "a faculty member knowledgeable in Curriculum Committee operations" and a second copy was to be forwarded to the Curriculum Committee Chair. No return date was specified. Approximately seven weeks after the initial mailing, a second mailing was made to those colleges where both responses had not been received. The Academic Senate President was reminded of the earlier mailing and urged to send the additional copies of the questionnaire to the individuals originally receiving the first copy.

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Seventy-three colleges (69%) returned at least one questionnaire. Data was tabulated and evaluated only where both the Curriculum Committee Chair and a faculty representative responded (49 colleges - 46% of the state sample).

DATA SUMMARY

1. All Curriculum Committees have problems. With some minor changes, the Modesto Junior College Curriculum Committee could become a statewide model.

2. Most Curriculum Committees are under the jurisdiction of the Chief Executive Officer (CEO) or Chief Instructional Officer (CIO). Most committees are chaired by an administrator, however committee members are predominately faculty.

3. Faculty turnover on the Curriculum Committee is very high. Therefore, faculty perceive the need for policies and procedures to be identified in a manual. Administrators serve on the committee for a much longer period of time and do not perceive as great a need for a manual.

4. Faculty members feel that administrators control the committee. Administrators feel faculty control the committee.

5. A manual of policies and procedures, which is widely distributed, enables the committee to function more effectively.

6. A manual needs to be provided explaining the policy and procedures for the adoption and review of credit, non-credit, and community service courses.

7. An annual summary of changes and trends in Curriculum Committee procedures and policies needs to be distributed to all faculty members.

8. Curriculum Committees need policy statements pertaining to the handling of debate on controversial issues and appeals of committee recommendations.

9. Faculty need access to curriculum information. Data base computer software will enable the entire college community to easily access such information.

DATA ANALYSIS/INTERPRETATION

The majority of the Curriculum Committees are under the jurisdiction of the CEO/CIO (Fac 70%, Adm 57%).* Most interesting is the observation that there is considerable disagreement between respondents on this point. A surprising 37% of the respondents from the same college disagreed with each other! Twice the number of of faculty respondents (Fac 21%, Adm 10%) perceive the committee under the jurisdiction of the Academic Senate.

*These figures indicate that 70% of the faculty respondents and 57% of the Chair respondents indicated that their Curriculum Committee was under the jurisdiction of the CEO/CIO. This format will be utilized to present specific tabulated data. A copy of the questionnaire and a tabulation of the data is in the Appendix.

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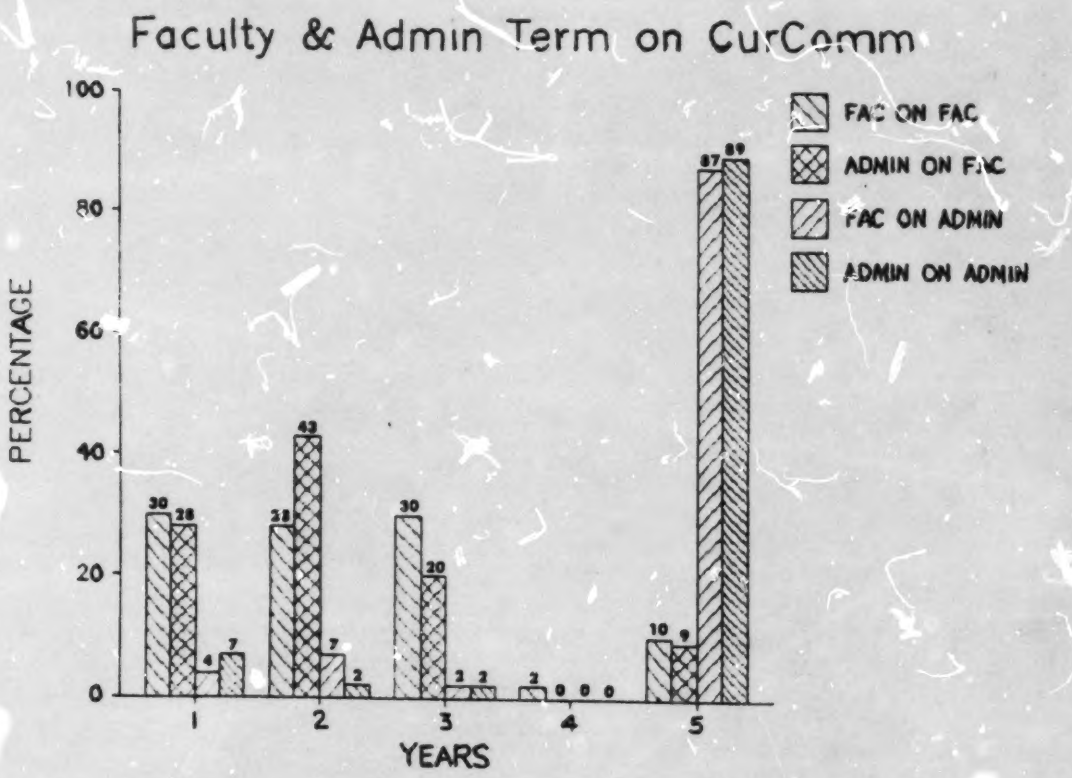
Most committees range in size from 9-20 (Fac 76%, Adm 79%). Few committees were larger than 21 members (Fac 14%, Adm 15%). There is consistent agreement by all respondents pertaining to the number of administrators on the committee; faculty consistently report more faculty on the committee than do the administrators. The majority (58%) of faculty serve on the committee less than three years. The faculty also view only a small fraction (11%) of the administrators serving less than three years. Both the faculty (87%) and the administrators (89%) reported that administrators serve over five years.



FAC ON FAC: faculty perception of faculty term on committee

ADMIN ON FAC: administrative perception of faculty term on committee

FAC ON ADMIN: faculty perception of administrative term on committee

ADMIN ON ADMIN: administrative perception of administrative term on committee

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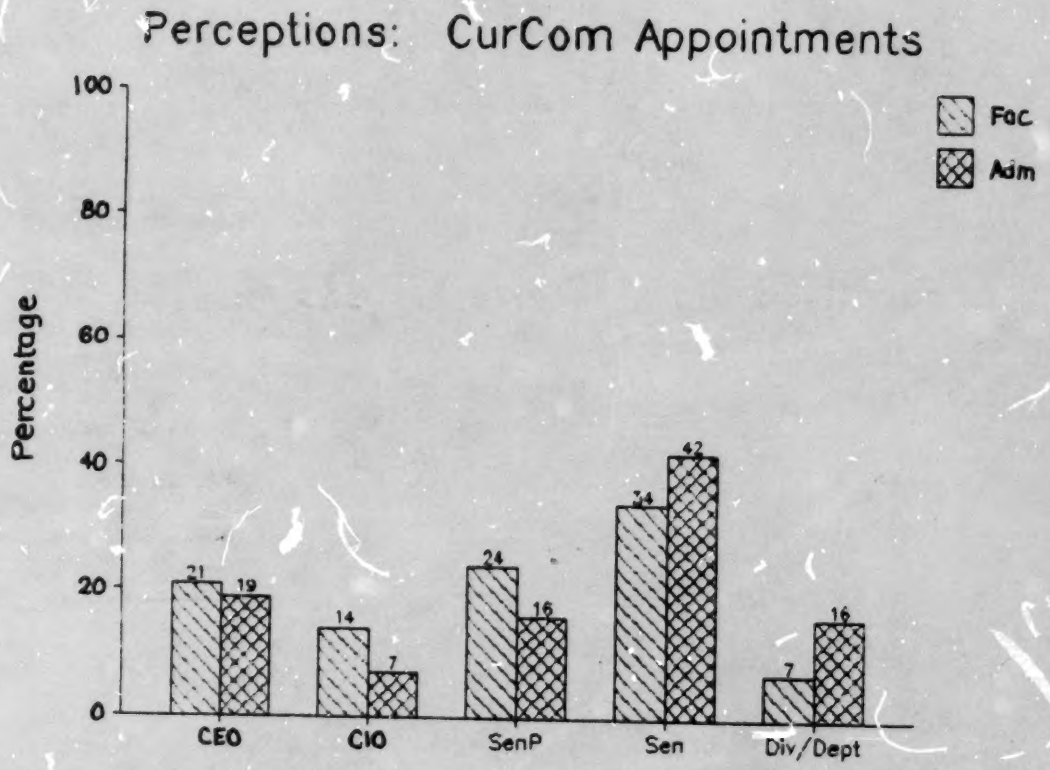
The high turnover rate among faculty combined with the long tenure of the administrators appears to give the effective power to the administrators. This explanation could be the source of the frustration expressed by some faculty respondents.



How faculty representation was determined provided some additional data. There was fairly close agreement among all respondents as to how the members were selected. Most committees have faculty representatives appointed (Fac 62%, Adm 54%), but there appears to be confusion by both faculty and administrative respondents as to who makes the appointment. The CEO and CIO play an important role in making appointments -- a role that is perceived to be more important by the faculty than the administrators (Fac 35%, Adm 26%). It is noteworthy that administrative respondents feel the Division/Department role in making appointments is nearly as great as the CEO

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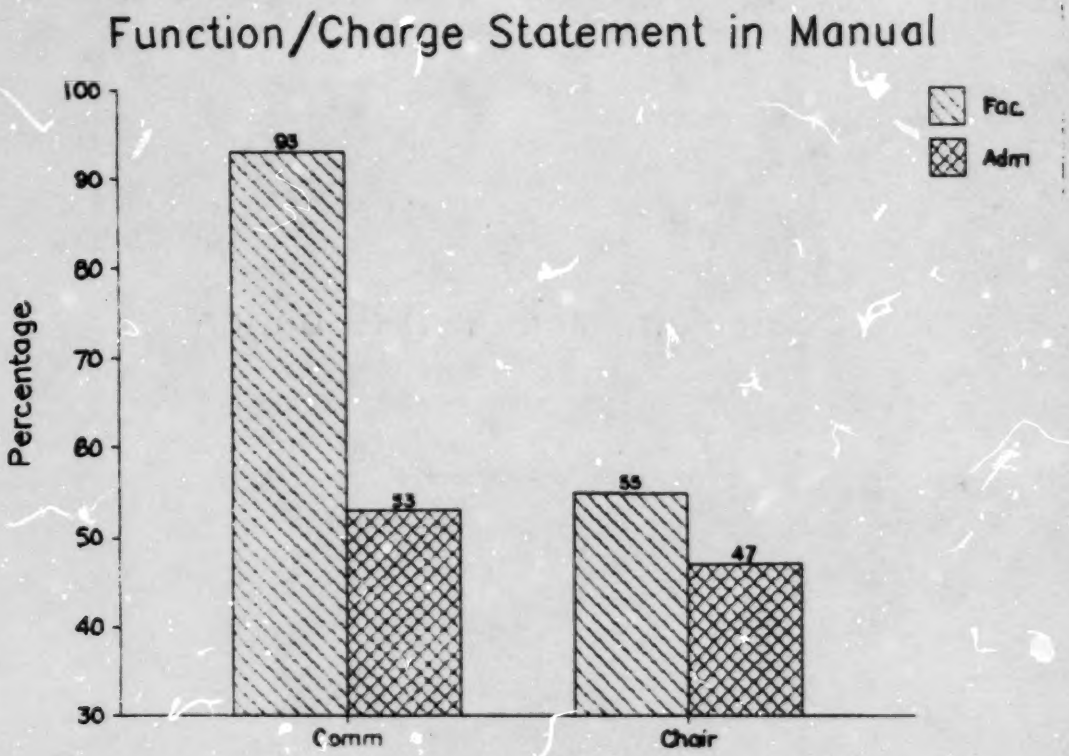
(Div/Dept 16% vs. CEO 19%) and more than double the role of the CIO (Div/Dept 16% vs. CIO 7%). Conversely, the faculty feel the Division/Department plays a far smaller part in making appointments to the committee (Fac 7%, Adm 16%).

The majority of the chair's are appointed (Fac 76%, Adm 73%) and once in place, the chair does not change (Fac 70%, Adm 76%). Since the majority of chair's are administrative (Fac 72%, Adm 76%) and appointed by either the CEO/CIO (Fac 91%, Adm 86%), it reinforces the significance that the committee is perceived by the faculty to be under the jurisdiction and control of the CEO/CIO.



Where there is a high rate of turnover in a segment of the membership of a committee, the importance of having a manual (that outlines the functions and operations of the committee) is significantly increased. The respondents indicated that about half (Fac 59%, Adm 49%) of the colleges had such a manual. Moreover, a surprising 39% of the respondents disagreed with each other as to whether or not their Curriculum Committee had a manual. Even if a manual does exist, there is a high probability that not all members know of its existence. In cases where both

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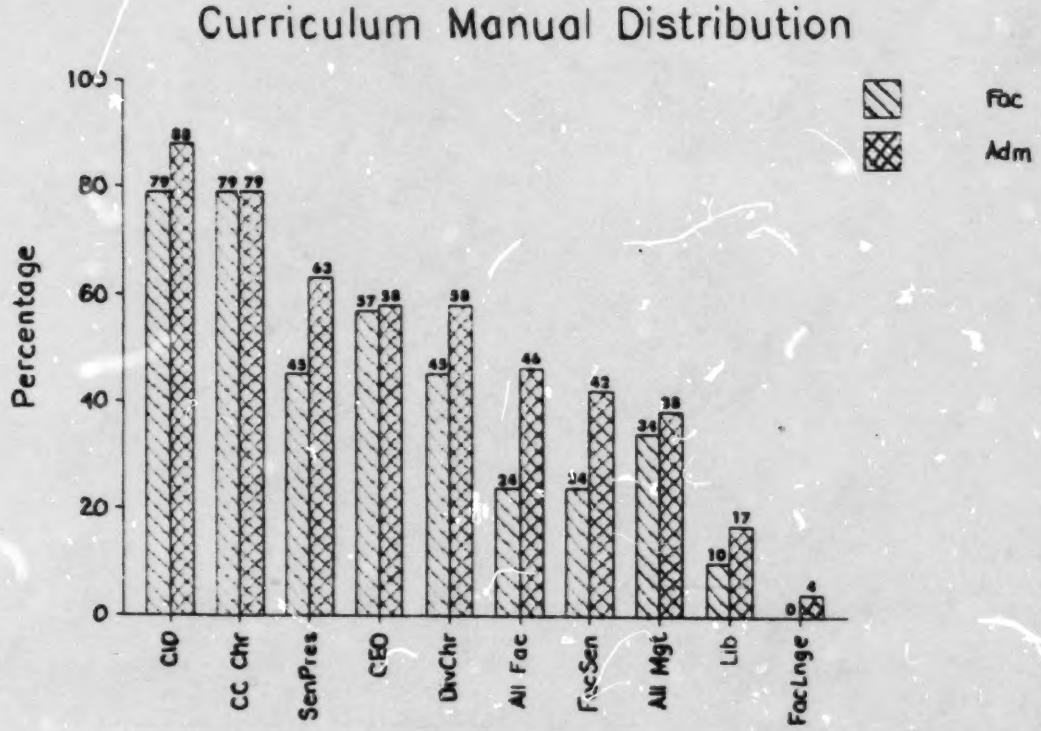
respondents agreed that there was a manual, the faculty consistently saw a narrower distribution than administrators. Among respondents indicating that there is a manual, the faculty (93%) felt that the manual has statements outlining the functions and charge of the committee. Administrators (53%) do not share a similar perception. This type of differential response seems to underscore the importance of having manual available. It provides a sense of stability and consistency that is all the more important with the high turnover rate among faculty members. It can be argued that the lower percentage response among the administrators is due to their long tenure on the committee. They feel more comfortable with its day-to-day operations and have less need to refer to a manual.



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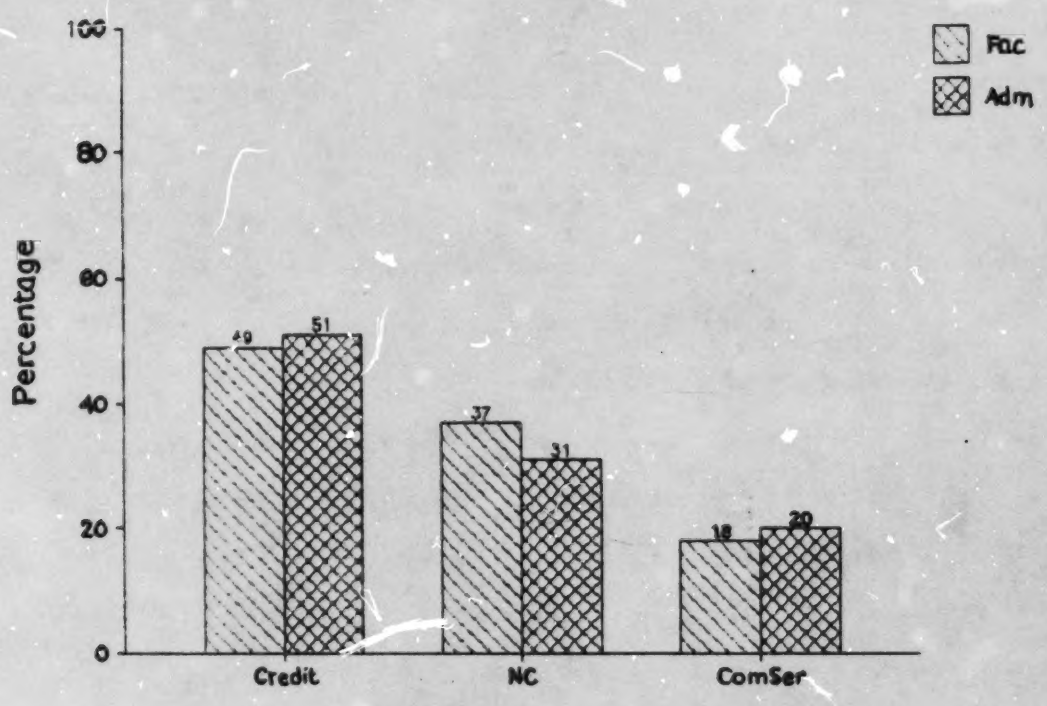
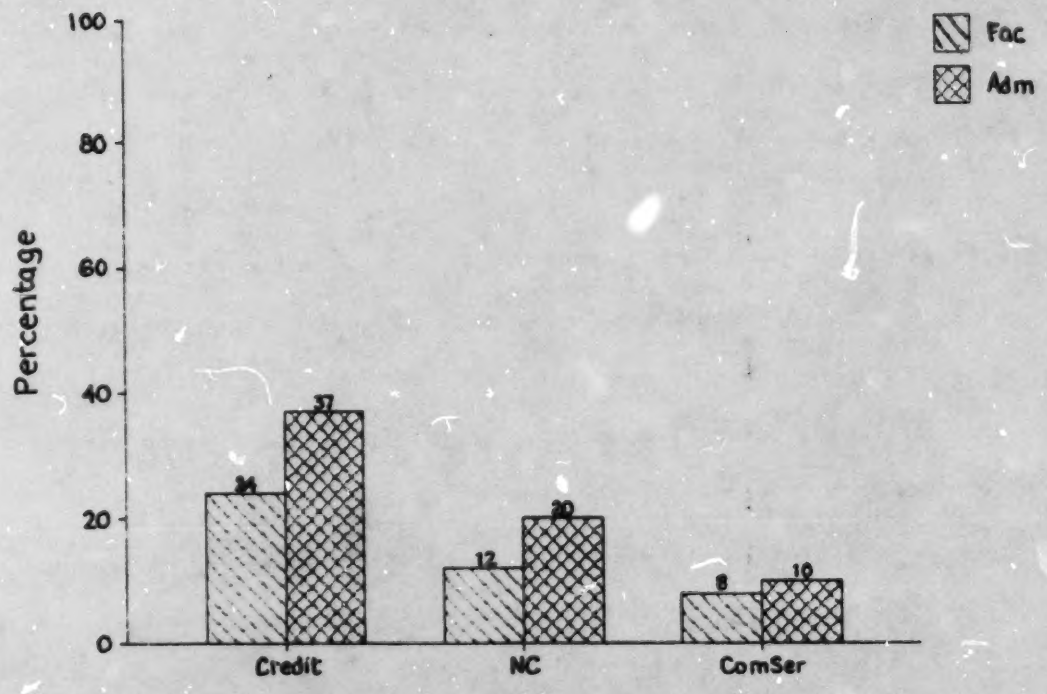
Guidelines to Develop Cr/NC/ComSer Cses



Guidelines to Review Cr/NC/ComSer Cses



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Approximately half (Fac 49%, Adm 51%) of the respondents that indicated there is a manual, stated that the manual has guidelines for the initiation and approval of credit course. Far fewer committees had guidelines for non-credit courses (Fac 37%, Adm 31%) or community service courses (Fac 18%, Adm 20%). Even fewer committees (with a manual) had guidelines for the periodic review of all three types of courses. There seems little reason why both non-credit and community service courses are not treated with the same rigor as credit course. Procedures should be set in writing for their initiation, approval and periodic review.

The omission of an annual summary and/or report creates a situation where new members of the committee are unfamiliar with the general history of the committee and its actions. A minority of committees submit annual reports that summarize activities of their committee (Fac 31%, Adm 45%). When there is no record (aside from the minutes) to document committee actions, trends, policy/procedural changes imposed internally or externally, new members are unable to participate effectively in committee deliberations. When there is a yearly report, there is significance to the observation that the committee members are not always included in its distribution (Fac 47%, Adm 27%). A cogent argument can also be made to increase the distribution so that it would be easier for those wanting to initiate new courses to be sensitive to recent changes and/or trends in curriculum.

Curriculum decisions are subject to potential factional conflict between disciplines and factions that exist on all campuses. This problem has become more acute as curriculum offerings have expanded, while the pool of students has contracted significantly. At a time when the college must work together more than ever to resolve very difficult educational priorities, the Curriculum Committee must be structured to promote cooperation. Only a small percentage of the committees have guidelines for handling debate on controversial issues or appealing recommendations of the committee (Fac 18%, Adm 20%) This omission mandates action.

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A consistent theme in this report has been the importance of being able to access information pertaining to the curriculum. Minutes are generally perceived to have a wide distribution among administrative personnel (e.g. CIO--Fac 92%, Adm 92%; Div/Dept Chairs--Fac 71%, Adm 69%); teaching faculty, however, rarely receive the minutes (Fac 14%, Adm 27%). The lack of a systematic filing system quite often means that even though the Curriculum Committee members receive copies of the minutes (Fac 90%, Adm 94%), the information is inaccessible. Some committees distribute the minutes to the Dept/Div offices where they are posted and/or filed (Fac 14%, Adm 27%); the library (Fac 2%, Adm 10%) or the faculty lounge (Fac 0%, Adm 6%).

A significant observation gleaned from the data pertains to the pervasive differential perception of Curriculum Committee operations and procedures by both faculty and administrative respondents. This leads to a conflict in a number of areas that have been addressed in this report. It could be cogently argued that the absence of clearly defined guidelines for the operation of a Curriculum Committee permits all parties to maneuver and maintain flexibility in their responses to the specific problems at hand. Clearly defined policy and procedural statements can be perceived as too rigid in a political arena where policy shifts are often made beyond the immediate parameters of the local college. As long as all parties see themselves as equal partners in the decision-making process, the flexibility inherent in an ambiguous situation may well work to the advantage of all parties. Yet the data supports the observation that faculty members consistently see themselves without the essential tools necessary or the ability to become "equal partners." Admittedly, the problems have become exacerbated as administrators and boards of trustees have been forced to <u>react</u> to swiftly changing political realities emanating from the State Capitol and the voters.

It is strongly suggested that a major responsibility of the Curriculum Committee Chair be that the committee manual receive annual updating. The active solicitation of ideas and input from the college community (e.g. student and Academic Senates, Student Services, Divisions, Community Services, and Administration) will permit the committee to identify areas of concern and become responsive to that concern.

APPENDIX A. Yosemite Community College District Computer System and the Curriculum Committee

Most of the problems associated with curriculum information retrieval could be resolved by utilizing a data base computer program and/or a word processing program. The Yosemite Community College District (Columbia College and Modesto Junior College) are part of a four district consortium (the other districts are Chaffey, San Bernardino, and West Hills) using the HP3000 computer with DICTIONARY/3000, RAPID/3000, Inquiry DICTIONARY Data Base and DSK software packages. The ability to enter, access, retrieve curriculum information will be significantly streamlined with this combination of computer software packages. Agendas, minutes, summative reports would be easily (and immediately) available to all segments of the college (and district). Curriculum information would be indexed in a variety of ways (e.g. Department Code Number, Taxonomy of Program etc.). Comparative and historical data could be assembled. For example, similar courses developed by other disciplines and/or divisions at Modesto Junior College or Columbia College could be identified. New course application form information could be entered directly into the computer by the division secretary. Immediate review would be possible by the Curriculum Committee chair with possible suggestions, or questions bracketed adjacent to the original input. The agenda could be developed directly from the information entered by the division secretary and made available wherever a printer is located. Committee discussion and action would be noted by the committee secretary and entered into appropriate files immediately after the meeting--thus minimizing the time lag in the distribution of unapproved minutes. Separate files maintained for Associate Degree and certificates of completion requirements would permit all segments of the district to monitor changes in those areas. Counseling and advising functions of the college would be enhanced. The periodic review of existing courses would be facilitated because proposed changes could be bracketed adjacent to existing data. The periodic review of existing courses would also permit a gradual assimilation of the total curriculum into the computer.

APPENDIX A. Tabulation of Data

	YES	
	Faculty	Admin.
1. Curriculum committee is under the jurisdiction of the		
a. CEO/CIO	70%	57%
b. Faculty Senate	21%	10%
c. Other	9%	33%
a. Responents from the same college disagreed with each other	37%	
2. Size of the curriculum committee		
a. 1-4	0%	0%
b. 5-8	10%	6%
c. 9-12	27%	23%
d. 13-15	33%	29%
e. 16-20	16%	27%
f. 21+	14%	15%
3. Number of administrators on the curriculum committee		
a. 1-3	54%	51%
b. 4-6	27%	32%
c. 7-10	19%	17%
4. Number of faculty on the curriculum committee		
a. 1-3	8%	37%
b. 4-6	32%	35%
c. 7-10	60%	28%
5-7. Inadequate data		
8. Term of office for faculty		
a. 1 yr.	30%	28%
b. 2 yrs.	28%	43%
c. 3 yrs.	30%	20%
d. 4 yrs.	2%	0%
e. 5+ yrs.	10%	9%
9. Term of office for administrators and/or management		
a. 1 yr.	4%	7%
b. 2 yrs.	7%	2%
c. 3 yrs.	2%	2%
d. 4 yrs.	0%	0%
e. 5+ yrs.	87%	89%

	YES	
	Faculty	Admin.
10. Term of office for students		
a. 1 sem/qtr	22%	13%
b. 2 sem/qtr	64%	77%
c. 1 yr.+	8%	2%
11-12. Representation by specific faculty, administrative/management groups		
a. committee re-structured after college organizational realignment	82% 32%	88% 21%
13. Faculty representatives are appointed	62%	54%
If answered "YES" the appointment is made by:		
a. CEO	21%	19%
b. CIO	14%	7%
c. Senate President	24%	16%
d. Senate	34%	42%
e. Division/Department	7%	16%
14. Faculty representatives are elected	38%	46%
a. Respondents from the same college disagreed with each other	21%	
15. The curriculum committee chair is elected	24%	27%
If answered "YES", by a vote of:		
a. Curriculum Committee	75%	75%
b. Senate	25%	25%
c. Division/Department	0%	0%
16. The curriculum committee chair is appointed	76%	73%
If answered "YES", appointed by:		
a. CEO	77%	75%
b. CIO	14%	11%
c. Senate President	9%	11%
d. Superintendent	0%	3%
e. Board of Trustees	0%	0%
17. The curriculum committee chair rotates	30%	33%
18. The chair is always adm/mgt	72%	76%
19. The chair is always faculty	28%	24%

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	YES	
	Faculty	Admin.
20. There is a manual for curriculum committee operations/procedures	59%	49%
a. Respondents from the same college disagreed with each other	39%	
21. If answered "YES", the curriculum committee manual had the following distribution		
a. CEO	57%	58%
b. CIO	79%	88%
c. Curriculum Committee chair	79%	79%
d. Faculty Senate President	45%	63%
e. Dept/Division Chairs	45%	58%
f. Curriculum Committee members	79%	79%
g. All faculty	24%	46%
h. All admin./mgmt.	34%	38%
i. Faculty Senate members	24%	42%
j. Library	10%	17%
k. Lounge	0%	4%
22. For the Fac 59% and Adm 49% indicating there is a manual, the distribution includes		
a. library	10%	17%
b. faculty lounge/resource area	0%	4%
23. For the respondents indicating there is a manual		
a. there is a statement pertaining to the functions/charge of the committee	93%	53%
b. there is a statement pertaining to the functions/charge of the chair	55%	47%
24. The curriculum committee agenda is written by		
a. the chair	98%	89%
b. the chair designee	2%	11%
25. For the respondents indicating there is a manual, there are printed guidelines to assist in the initiation and approval of the following types of courses		
a. credit	49%	51%
b. non-credit	37%	31%
c. community service	18%	20%

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	YES	
	Faculty	Admin.
26. For the respondents indicating there is a manual, there are printed guidelines to assist in the periodic review of the following types of course:		
a. credit	24%	37%
b. non-credit	12%	20%
c. community service	8%	10%
27. The curriculum committee submits a yearly report to the Board of Trustees summarizing activities of the committee.	31%	45%
If answered "YES", the report has the following distribution:		
a. CEO	87%	86%
b. CIO	80%	73%
c. Div/Dept chair	60%	68%
d. Faculty Senate president	60%	68%
e. Curriculum committee	47%	27%
f. Distributed with board agenda	60%	73%
a. Respondents from the same college disagreed with each other.	59%	
28. Inadequate data		
29. The curriculum committee has written guidelines for handling debate on controversial issues	18%	20%
30. The curriculum committee has written guidelines for appealing a recommendation of the committee	18%	20%
31. The committee minutes have the following distribution:		
a. committee members	90%	94%
b. CEO	69%	71%
c. CIO	92%	92%
d. Div/Dept Chair	71%	69%
e. Faculty Senate President	53%	73%
f. Faculty Senate	29%	35%
g. All teaching faculty	14%	27%
h. Counselors	23%	43%
32. An orderly, up-to-date file of the committee minutes is available in		
a. committee chair's office	80%	84%
b. Div/Dept office	14%	27%
c. Library	2%	10%
d. Faculty lounge	0%	6%

		YES	
		Faculty	Admin.
33.	Respondents keep a file of memor pertaining to committee business	86%	96%
	If answered "YES", the file is indexed	31%	30%
34.	The college keeps a separate indexed file of committee actions and recommendations	20%	27%
	Of those reporting a file, it is available to the members of the college community	100%	100%
35.	Respondents requested a copy of the completed report	86%	94%

March 1984

Curriculum Committee Task Force
Sandy Bucknell Marsha Hoagland
Mary Ann Greerwood Don Lenkeit

In order to periodically review the function and operational procedures of a college curriculum committee it is desirable to obtain comparative data. The questionnaire should take about 20 minutes to complete. Please use the enclosed stamped envelope to return the questionnaire.

Thank you.

OPERATION AND FUNCTION OF THE COLLEGE CURRICULUM COMMITTEE

Name of college:_____ Date:_____

Mailing address:_____

_____

Your Name & Position:_____Telephone # ( )_____

GENERAL INFORMATION ABOUT YOUR COLLEGE CURRICULUM COMMITTEE

1. Is the Curriculum Committee a committee of:

   the Chief Executive Officer/ Instructional Officer — Yes_____No_____Do Not Know_____

   the Faculty Senate — Yes_____No_____Do Not Know_____

   other jurisdiction — Yes_____No_____Do Not Know_____
   If yes, what is it?_____

2. Size of the Curriculum Committee:

   1-4_____ 5-8_____ 9-12_____ 13-15_____ 16-20_____ 21+_____

3. Number of administrators/management on curriculum committee: _____

4. Number of teaching faculty on curriculum committee: _____

5. Number of counselors or other student personnel staff on curriculum committee: _____

6. Number of students on curriculum committee: _____

7. Other members_____Representing_____

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8. Term of office for faculty is:

1 yr._____ 2 yrs._____ 3 yrs._____ 4 yrs._____ 5 yrs.+_____ Permanent

9. Term of office for administrators/management is:

1 yr._____ 2 yrs._____ 3 yrs._____ 4 yrs._____ 5 yrs.+_____ Permanent

10. Term for students is:

1 sem/qtr._____ 2 sem/qtr._____ 3 qtr._____ More than one academic year_____

REPRESENTATION ON THE CURRICULUM COMMITTEE

11. Are specific administrative/management areas represented? If yes, please indicate what areas:_____ Yes ____ No_____ DNK_____

12. Are specific faculty groupings represented? If yes, is the faculty represented by Yes_____ No_____ DNK_____

Discipline_____ Department_____
Division _____ At Large _____

If your college has had an organizational realignment recently, was there corresponding change in faculty representation on the Curriculum Committee? Yes_____ No_____ DNK_____

13. Are faculty members appointed? Yes_____ No_____ DNK_____
If yes, by whom?
Chief Executive Officer_____Chief Instructional Officer_____
Senate Pres._____Senate_____Division/Dept._____

14. Are faculty members elected? Yes_____ No_____ DNK_____
If yes, by whom?_____

15. Is the CHAIR elected? Yes_____ No_____ DNK_____
If yes, by which body?
Curriculum Committee_____Senate_____Other_____

16. Is the CHAIR appointed? Yes_____ No_____ DNK_____
If yes, by whom?
Chief Executive Officer_____Chief Instructional Officer_____
Senate Pres._____Superintendent_____Board of Trustees_____
Other_____

17. Does the Curriculum Committee Chair rotate? Yes_____ No_____ DNK_____
If yes, how often?_____

18. Is the Chair always administrative/management? Yes_____ No_____ DNK_____

19. Is the Chair always faculty? Yes_____ No_____ DNK_____

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CURRICULUM COMMITTEE OPERATIONS

20. Is there a manual for Curriculum Committee procedures/operations? Yes_____ No_____ DNK_____

21. If yes, please indicate the distribution of the manual:

Chief Executive Officer	Yes_____	No_____	DNK_____
Chief Instructional Officer	Yes_____	No_____	DNK_____
Curriculum Committee Chair	Yes_____	No_____	DNK_____
Faculty Senate President	Yes_____	No_____	DNK_____
Faculty Senate Members	Yes_____	No_____	DNK_____
Dept./Div. Chairs	Yes_____	No_____	DNK_____
Curriculum members	Yes_____	No_____	DNK_____
All faculty	Yes_____	No_____	DNK_____
All administrators/management	Yes_____	No_____	DNK_____

22. If the manual is not widely distributed, is the manual available?

In the CEO's office	Yes_____	No_____	DNK_____
In the CIO's office	Yes_____	No_____	DNK_____
In the CC Chair's office	Yes_____	No_____	DNK_____
In the Dept./Division office	Yes_____	No_____	DNK_____
In the Library	Yes_____	No_____	DNK_____
In the Faculty Lounge/Resource Area	Yes_____	No_____	DNK_____

23. Does the manual contain statements pertaining to:

Functions/charge of the Curriculum Committee	Yes_____	No_____	DNK_____
Functions/charge of the Curriculum Committee Chair	Yes_____	No_____	DNK_____

CURRICULUM COMMITTEE AGENDA

24. Who writes the agenda?

Chair	Yes_____	No_____	DNK_____
Chair designee	Yes_____	No_____	DNK_____
Other (please identify)_____			

CURRICULUM COMMITTEE PROCEDURES

25. Does your Curriculum Committee have <u>printed</u> guidelines (other than Title V regulations) to assist/guide in the initiation of and approval of the following types of new courses:

Credit	Yes_____	No_____	DNK_____
Non-credit	Yes_____	No_____	DNK_____
Community service	Yes_____	No_____	DNK_____
Other (please specify)	Yes_____	No_____	DNK_____

**Please attach guidelines

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26. Does your Curriculum Committee have written guidelines to assist/guide in the periodic review of the following types of courses?

Credit	Yes_____	No_____	DNK_____
Non-credit	Yes_____	No_____	DNK_____
Community service	Yes_____	No_____	DNK_____
Other (please specify)	Yes_____	No_____	DNK_____

27. Is there a yearly report submitted to the Board of Trustees summarizing activites of the Curriculum Committee? Yes_____ No_____ DNK_____

What is the distribution of the yearly report?

Chief Executive Officer	Yes_____	No_____	DNK_____
Chief Instructional Officer	Yes_____	No_____	DNK_____
Division/Departmen. Chair	Yes_____	No_____	DNK_____
Faculty Senate Pres.	Yes_____	No_____	DNK_____
Curriculum Committee	Yes_____	No_____	DNK_____
Distributed with Board Agenda	Yes_____	No_____	DNK_____

28. Please detail the routing for the initiation and approval of courses:

_____to_____to_____to_____to
_____to_____to_____to_____

29. Does your Curriculum Committee have written guidelines for handling the debate of controversial issues? Yes_____ No_____ DNK_____

30. Does your Curriculum Committee have written guidelines for appealing a recommendation of the Curriculum Committee? Yes_____ No_____ DNK_____

31. Please indicate the distribution of Curriculum Committee minutes:

Curriculum Committee members	Yes_____	No_____	DNK_____
Chief Executive Officer	Yes_____	No_____	DNK_____
Chief Instructional Officer	Yes_____	No_____	DNK_____
Division/Dept. Chairs	Yes_____	No_____	DNK_____
Faculty Senate President	Yes_____	No_____	DNK_____
Faculty Senate	Yes_____	No_____	DNK_____
All teaching faculty	Yes_____	No_____	DNK_____
Counselors	Yes_____	No_____	DNK_____

32. Is an orderly, up-to-date file of the Curriculum Committee minutes available in:

Curriculum Committee Chair's Office	Yes_____	No_____	DNK_____
each Division Office	Yes_____	No_____	DNK_____
the Library	Yes_____	No_____	DNK_____
Faculty Lounge	Yes_____	No_____	DNK_____

other location (please specify) _____

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33. Do you keep a file or memos pertaining to Curriculum Committee business? Yes_____ No_____ DNK_____

Is that file indexed? Yes_____ No_____ DNK_____

34. Are the Curriculum Committee actions/ recommendations indexed in a file separate from the minutes? Yes_____ No_____ DNK_____

If yes, is that index available to members of the college community? Yes_____ No_____ DNK_____

35. Please indicate if you would like to receive a copy of the completed report. Yes_____ No_____

ANY ADDITIONAL COMMENTS?

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